DOCUMENT RESUME

ED 103 770 CG 009 644

AUTHOR Hearn, Arthur C.
TITLE Evaluation of Student Activities. New Directions for Student Councils, Number 6.
INSTITUTION National Association of Secondary School Principals, Washington, D.C.
PUB DATE 66
NOTE 44p.; For related documents, see CG 009 641-652
AVAILABLE FROM The National Association of Secondary School Principals, 1201 16th Street, N. W., Washington, D. C. 20036 (HC-$1.00)

EDRS PRICE MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS Cocurricular Activities; Evaluation Criteria; *Evaluation Methods; *Guidelines; Pamphlets; *Program Evaluation; Pupil Personnel Workers; *School Activities; Secondary Education; Secondary School Students; *Student Government

ABSTRACT

It is obvious that there has to be a program of student activities in existence before it can be evaluated, but evaluation need not always be accomplished last. It can provide feedback into a program and improve it. A worthwhile evaluation, however, is often difficult to find. Before an evaluator can go to work, he must have clear in his own mind the guidelines he is to follow in weighing his data. In other words, he must realize what questions must be asked before he can expect useful and usable answers. This booklet, the sixth in the New Directions for Student Councils series, is intended to provide some insight into the appropriate functions of evaluation and to suggest some criteria against which the adviser and student officer can measure the effectiveness of a program and decide how, when, where, and by whom it shall be done. The booklet is divided into the following topical areas: (1) the need for evaluation, (2) some principles of evaluation, (3) objectives of student activities, (4) three procedures useful in evaluation, (5) a proposed set of evaluation criteria, and (6) points to remember when doing an evaluation. (Author/PC)

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Evaluation of Student Activities

By

ARTHUR C. HEARN

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ARTHUR C. HEARN

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Foreword

It is obvious that there has to be a program of student activities in existence before it can be evaluated. But evaluation isn't something that must always be accomplished last—it can provide feedback into a program and improve it.

However, worthwhile evaluation is often difficult to come by. Before he can really go to work, the evaluator must have clear in his own mind the guidelines he is to follow in weighing his data. In other words, he must realize what questions must be asked before he can expect useful and usable answers.

Evaluation of Student Activities, the sixth in the New Directions for Student Councils series, is intended to provide some insight into the appropriate functions of evaluation and to suggest some criteria against which the adviser and student officer can measure the effectiveness of a program and decide how, when, where, and by whom it shall be done.

We wish to extend special thanks to Arthur C. Hearn for his work in preparing the manuscript; to Gerald M. Van Pool, NASSP Director of Student Activities, for planning the New Directions series; and to Richard P. Harland, NASSP Assistant Editor, for editing the manuscript and seeing it through to publication.

ELLSWORTH TOMPKINS,
Secretary
National Association of Student Councils
Executive Secretary
National Association of Secondary-School Principals

The Need for Evaluation

Evaluation may be thought of as the process of determining the degree to which objectives are being attained. Applied to student activities, evaluation helps a school answer questions like these:

- How democratic are our club membership policies?
- Is our activity program serving the entire student body, or just a privileged few?
- Are our student body elections defensible in terms of educational objectives, or are they merely "popularity contests"?
- Is our school newspaper essentially patterned after community newspapers, or does it recognize and attempt to achieve its own unique functions?
- Does our athletic program sufficiently emphasize intramural activities, including many of an individual and dual ("carryover") nature, or is the program primarily concerned with interscholastic team sports?
- Are our assemblies attempting to realize their unique educational potential, or are they merely "a welcome relief from classwork"?

This list of questions could be extended indefinitely. However, these illustrations will suffice to suggest the kinds of problems with which this pamphlet is concerned.

Since it is impossible for the school to include in its program everything that might be desired or desirable, obviously some choices will have to be made. When it is recognized that a high school student spends only about one-eighth of his time in school during any given calendar year, there is certainly every reason for using this time wisely. It follows that careful evaluation is essential in every school. Activities which are not in accord with stated objectives must be modified or must be eliminated. Activities which are less effective than other activities in achieving certain objectives must yield.

Also, those persons who are concerned in any way with the educational enterprise (faculty, administration, students, parents, other members of the community) have every right to know how successful that enterprise is, and evaluation can tell them this.

And, finally, in the light of present-day emphasis upon the academic aspects of American secondary education, honest appraisal of student activities is especially important. Just as is the case in academic classes, no student activity is *inherently* good. Student activities, like academic classes, have much *potential* value. A carefully-designed program of evaluation can be very helpful in assisting activities to make progress in the direction of this potential.

Some Principles of Evaluation

Certain general principles are basic to any sound program of evaluation. These include the following:

Evaluation should be based upon stated objectives. The following section will deal at some length with this principle.

Evaluation should involve all who are concerned with the program being evaluated. The major groups who are concerned with student activities were enumerated in the preceding section. All of them have a role to play in the evaluative process.

Self-evaluation should be supplemented by outside evaluation. Self-evaluation, while essential, is not sufficient for an adequate program of appraisal. The best results are likely to be attained through the assistance of disinterested individuals or groups, who usually provide a greater degree of objectivity.

Evaluation should be comprehensive: it should concern itself with all aspects of a given program. Thus, the student activity program usually includes student participation in school government, clubs, social activities, assemblies, music, athletics, publications, speech, and dramatics. A sound program of evaluation would consider *all* of these activities.

Evaluation should be continuous. To be most effective, evaluation must be considered as an integral part of any undertaking, rather than as an independent process which takes place only at periodic intervals.

Evaluation should use a variety of instruments, techniques, and data. It is unwise to judge a student's mental ability on the basis of only one score on a standardized test, so several measures should be employed in assessing a student activity program.

Evaluation should identify both immediate and long-range problems. Problems involving such factors as staff, finance, and facilities cannot always be solved at once; on the other hand, a comprehensive program of evaluation almost always will identify situations which can be improved immediately. A sound program helps develop an understanding of these interrelated categories of problems.

Evaluation should be constructive. The identification of strengths and weaknesses is but one step in the evaluative process. A sound program also includes realistic proposals for self-improvement.

Objectives of Student Activities

Evaluation should be based upon stated objectives. As Tompkins has said, "the objectives of student activities are similar to and often identical with the objectives of classroom activities. If and when differences seem to exist, these most probably represent degrees of emphasis."[1]

Certainly both kinds of activities, classroom and extra-classroom, should be designed to supplement each other in contributing to the objectives of education itself. The following might therefore be considered as objectives or goals of education that student activities, by their very nature, are in a particularly strategic and advantageous position to emphasize.

- *Developing responsibility and becoming increasingly self-directive.*
- *Working harmoniously with others*
- *Using leisure time constructively*
- *Developing leadership and followership traits*
- *Attaining competence in parliamentary procedures*
- *Developing acceptable audience habits*
- *Dedicating oneself to the service of others*

[1] Tompkins, Ellsworth, *Extraclass Activities for All Pupils*. Washington, D. C.: Federal Security Agency, 1950, p. 3.

- *Furthering present avocational interests and developing new ones*
- *Maintaining and furthering good physical and mental health*
- *Understanding and practicing commonly accepted social usages and customs*
- *Developing worthy personality traits (poise, self-confidence, etc.)*

Evaluation of Student Activities

Three Procedures Useful in Evaluation

This section briefly describes three procedures that have been found to be useful in evaluating student activity programs.[1]

The Check List

The best known and most widely used evaluative check list is that prepared by the National Study of Secondary School Evaluation (NSSSE),[2] the result of collaboration by several national professional groups over the past three decades. It includes evaluative criteria, based on educational objectives, for the appraisal of the entire secondary school program. One section is devoted to pupil activities.

Schools employing these criteria are urged to base their evaluation on their expressed purposes and objectives. The importance of a school's written statement of both general and specific objectives cannot be over-estimated.

The NSSSE list of evaluative criteria includes instructions for its use. Schools may translate their findings into scores which provide for comparison with national norms. Suggestions are made for the use of consultants from outside the school system; this again, is an optional provision

[1] Heern, Arthur C. "Evaluating the School Activity Program," *School Activities*, February 1952, pp. 179-80.

[2] National Study of Secondary School Evaluation, *Evaluative Criteria*. Washington, D. C.: American Council on Education, 1960.

—the predominant emphasis is on self-appraisal. Specific aspects of the activity program for which criteria have been developed include general nature and organization, pupil participation in school government, home rooms, assemblies, publications, music, drama, speech, social activities, physical education, school clubs, and finance.

The Opinion Poll

A second approach to appraisal is through the opinion poll. This approach is based upon two premises: *first*, that the effectiveness of any program is determined in part by the attitudes of all persons who are concerned and, *second*, that some systematic effort to appraise these attitudes is necessary if conclusions are to be reliable and valid.

Techniques and materials designed to eliminate guesswork in this type of evaluation have been developed and applied successfully in public school situations. Some of the most useful are described by Hand.[3] In arguing the necessity of this modern kind of approach, Hand states: "Principally, there are three very serious limitations inherent in personal observations or other unsystematic methods of appraisal. These are (1) the influence of unrepresentative observations, (2) the reluctance of people to be frankly critical, and (3) the influence of the observer's opinions and interests."[4]

Questionnaires for use in opinion polls can be developed by any school faculty. Questions concerning attitudes toward the school activity program might be similar to those enumerated in the first section of this booklet or they might be based upon criteria such as those which constitute the concluding section.

[3] Hand, H. C. *What People Think About Their Schools.* New York: World Book Company, 1948.

[4] *Ibid.*, p. 26.

Behavioral Changes of Pupils

Education, after all, is primarily concerned with behavior. A check list might attest that certain provisions and facilities exist in a school, at least on paper; an opinion poll might indicate that certain individuals and groups hold certain beliefs concerning the school program. Data gathered by these techniques are extremely useful, and when such data are positive and favorable, there is a better chance that the school has a sound program of activities than when the data are negative and unfavorable. However, it must be borne in mind that evidence based on these two criteria is not a guarantee that the school activities are educationally effective. This suggests that an attempt be made to appraise pupil behavior patterns.

Important data bearing on this problem may be found in the school records. Schools making concerted efforts to develop and improve their program of school activities might expect to find evidence of the following:

a. Improvement in school attendance. "Lack of interest" is a major cause of non-attendance and of dropping out. The school activity program, in which each pupil has a worthwhile role, should greatly increase the school's holding power.

b. Improvement in scholarship. Scholarship can be correlated with attendance and with interest in school, and thus should improve as the program of activities improves.

c. Increased participation in school activities. The percentage of pupils engaged in activities will give an indication of the success of the program in meeting a wide range of interests, needs, and abilities. The successful program will approach and continuously strive to achieve one hundred per cent participation.

d. Decrease in asocial behavior. The causes of low pupil morale and excessive asocial behavior often can

be traced to the school program itself. Good school activity programs can be expected to serve as an impetus to the development of high morale within the student body, and of positive citizenship and character traits in individual pupils. "Disciplinary" cases definitely should decrease as a sound and effective program of activities develops.

In the appraisal of school activity programs, the use of data concerning pupil behavioral changes has limitations, just as do the other techniques mentioned. Perhaps the most obvious of these limitations is the difficulty of isolating the several variables which affect such things as school attendance, scholarship, and citizenship. Certainly factors other than the strengths and weaknesses of the activity program are influential. The shortcomings of the several approaches discussed here limit, but by no means invalidate, their usefulness.

Evaluation of Student Activities

A Proposed Set of Evaluation Criteria

Earlier sections have dealt with the evaluation of student activities in terms of need, basic principles, objectives, and procedures. This chapter outlines a set of criteria which it is hoped will be helpful to schools that wish to improve their programs. These criteria have been developed after careful review of three kinds of written sources which are directly or indirectly pertinent to the subject[1]: basic documents dealing with tenets of American democracy, purposes of education, and needs of youth; textbooks and pamphlets in the field of student activities; and periodical material concerned with evaluation of student activities.

An attempt has been made to provide a list that is easy to administer, that identifies the major criteria in each area of school activities, and that is specific rather than general in its approach.

Thirty-two criteria have been classified into eight categories. The first of these categories contains criteria which apply to student activities as a whole; the remaining seven represent the major areas into which the field of student activities is frequently divided. In each case, a basic criterion is stated. Following each criterion, a few specific questions relating to that statement are raised. The purpose of

[1] See bibliography for further information on some of these sources.

these questions is to suggest the kinds of evidence which should be sought in determining the degree to which the school's activity program is actually in accord with the criterion.

The importance of this last point cannot be overemphasized—it is of crucial significance if the school is really serious in its desire to improve itself. Many examples exist of schools in which well-formulated statements of principles or objectives have been developed and published; however, this is not enough. Objectives are theoretical guides to action. They must be translated from the theoretical to the practical; the general must lead to the specific; actual practice must be appraised in terms of the stated objectives. The basic purpose of the list of thirty-two criteria is to assist schools in doing this.

The list might be used in a variety of ways. The following procedure is an example:

1. The principal designates a student-faculty committee on student activities. The makeup of this committee will, of course, vary with the individual school. It should be a representative committee which might include, for example, the adviser of the student council, the student body vice-president, and a classroom teacher who is not already heavily involved in student activities.

2. The committee studies the list and decides what revisions, if any, in the list might be desirable to improve its use in the school.

3. The committee formulates plans for involving the faculty, student body, and others in the evaluation program.

4. Data and any other material which might prove useful in the evaluation, are gathered for ready reference.

5. A rating scale is developed for use in evaluating the school program according to the thirty-two basic principles.

A five-point scale (outstanding, very good, fair, poor, very poor) should prove adequate for this purpose in most cases.

6. *The committee rates its activities program by means of the criteria,* and supports each evaluation with a brief written statement.

7. *These evaluations are made available to the faculty for consideration and study.*

8. *The tentative evaluation becomes the subject for consideration at a faculty meeting or faculty meetings,* in which the tentative ratings may be revised prior to acceptance by the faculty.

9. *A plan of action is proposed.* This might take the form of listing, by number, on a priority basis, the specific steps to be taken in seeking to improve the various aspects of the total program.

10. *Consultant service is engaged.* There is nothing to preclude the earlier use of consultants, and schools are encouraged to use them at any stage deemed desirable. Our delay in mentioning them grows out of the conviction that directed self-appraisal constitutes the most effective kind of evaluation. The number of consultants is a matter for local decision; one to three would seem to be quite satisfactory in most instances.

The consultant or consultants should have adequate opportunity to study the results of the school's self-evaluation, to visit the school in action, to confer with appropriate personnel, and to propose revisions in the self-evaluation, including the plan of action.

11. *The evaluation as revised is accepted by the school board and serves as a constant reference as the school continues to engage in its program of self-improvement.*

General Principles

1. **Student activities are considered an integral part of the curriculum of the school.**
   a. *Is a committee on student activities included among the school's curriculum committees?*
   b. *Are student activities represented on the committee responsible for the overall direction of the school's instructional program?*

2. **The objectives of student activities grow out of the objectives of education.**
   a. *Do student activities have clearly formulated written objectives?*
   b. *What specific evidence is there of the relationship between the objectives of activities and objectives of education as a whole?*

3. **The activity is designed to meet the needs, interests, and abilities of all students.**
   a. *Has a survey of student interests been made during the current school year?*
   b. *What percentage of the present student body are active participants in the activity program?*
   c. *What percentage of the present student body have at least one specific assignment, in an activity, for which they 1) have a clearly defined responsibility and 2) are held strictly accountable?*

4. **The school provides guidance to the student in the choice of activities.**
   a. *Is proposed activity participation included along with proposed class enrollment in individual students' program planning?*
   b. *What other specific evidence is there that activity participation is considered in relationship to each student's total school program?*

5. **All regularly enrolled students are eligible to participate in student activities.**
   a. *Is the evidence concerning the effect of activity participation upon scholarship clearly understood by the staff?*
   b. *Are eligibility requirements for participation in school activities consistent with such evidence?*

6. **Each activity is sponsored by a qualified staff member appointed by the principal.**
   a. *Is activity sponsorship considered in relationship to the adviser's specific competencies, experience, and interest?*
   b. *Is activity sponsorship considered as part of the adviser's total assignment?*

7. **Time schedules are arranged in such a way that interference between activities and classes is reduced to an absolute minimum if not entirely eliminated.**
   a. *As a general policy, does the classroom teacher have the final say concerning exceptions to the above principle?*
   b. *Do activity periods or similar administrative arrangements make it possible for some activities to use "school time" without affecting "class time"?*

8. **Recognition accorded to each activity bears a reasonable relationship to that activity's place in the total educational program.**
   a. *Does the proportion of newspaper space accorded to any activity suggest an exaggerated importance of that activity in the total program?*
   b. *Does the size and prominence of certain activity awards suggest a similar exaggerated importance?*

c. *Are any worthy activities slighted in terms of publicity and awards?*

9. Participation of students in activities is not limited by economic circumstances.

a. *Have sound policies of financing student activities been developed and implemented?*

b. *Is every student eligible to participate in any activity regardless of whether he can pay for it?*

10. The school activity program is carefully and methodically coordinated with other educative agencies within the community.

a. *Have data been gathered concerning the community's non-school educative agencies, such as youth membership groups, recreational organizations, and service clubs?*

b. *What specific examples reflect the coordination of school and community activities?*

Student Participation in School Government

11. The program of student participation in school government has as its major objective that of increasing the school's effectiveness as a laboratory in which the ways of democracy may be learned and practiced.

a. *Do students and staff members understand clearly why the school is not and cannot be a "democracy"?*

b. *Do they also understand that the delegation of powers in school government to students must be made to the degree, and only to the degree, that students demonstrate the willingness and ability to assume the responsibilities that accompany such powers?*

12. Students receive adequate guidance in learning how to select suitable candidates for office.

a. *Are the characteristics of good leaders studied as part of the general education program which reaches every student every year? Are leadership characteristics presented through either an organized group guidance program or the social studies program, or both?*

b. *Are candidates for student offices, especially the major ones, expected to prepare written statements, or "platforms," which are studied as part of the organized group guidance program, or the social studies program, or both?*

c. *Is there evidence that candidates for major office are sufficiently free from other time- and energy-consuming activities that they will be able, if elected, to give the office the attention it deserves?*

13. National, state, and local programs are utilized in the training of student leaders.

a. *Does the school participate in a summer student council workshop at the state or district level?*

b. *If a summer workshop is not available in a particular state, what specific steps has the school taken to make such an experience available to its student leaders?*

c. *In what specific ways does the school provide leadership training at the local level?*

14. The student council is truly representative of the student body as a whole.

a. *What steps are taken to insure that this principle is implemented?*

b. *Is the student council agenda publicized in advance, and are its actions reported promptly in writing?*

c. *Are student council meetings held at such a time that any student might attend as a visitor, without interference with classwork?*

15. The student council has access to and uses basic written documents and reference materials.

a. *Has the council provided leadership in the development of a student body constitution which is general, brief, and clearly written?*

b. *Has the council assisted in the selection and use of publications in the field of parliamentary procedure, to the end that not only its own members but the entire student body understands and practices the principles underlying effective discussion?*

c. *Does the school's "working library" include copies of* The Student Council Handbook,[1] School Activities *and* Student Life Highlights *magazines, and other publications dealing with student activities?*

School Assemblies

16. Assemblies constitute a regular and integrated part of the total school program.

a. *Does a faculty-student committee have overall responsibility for school assemblies—time, frequency, programs, etc.?*

b. *What evidence indicates clearly defined relationships between assemblies and the rest of the instructional program (written objectives, program evaluations, long range scheduling and planning, etc.)?*

[1] Published by the National Association of Student Councils, 1201 Sixteenth Street, NW, Washington, D. C. 20036.

17. The most appropriate source of assembly programs is the school program itself.

a. *What percentage of school assemblies grow out of regular classes?*

b. *What percentage of school assemblies grow out of other school activities (clubs, dramatics, music, etc.)?*

18. School assemblies concern themselves with the development of desirable audience habits.

a. *To what extent have correct audience habits been identified, discussed, and summarized in the student handbook?*

b. *To what extent do students practice proper audience habits during assembly programs?*

School Clubs

19. The school club program reflects the constantly changing interest patterns of the student body.

a. *In what specific ways have surveys of student interests affected the club program during the current school year? During the past five years?*

b. *What proportion of the student body is enrolled in one or more school clubs?*

c. *What proportion of the student body has a specific responsibility in one or more school clubs?*

20. Club membership policies represent the very essence of democracy at work.

a. *Is an "open" membership policy, independent of such factors as personal popularity and socio-economic status, guaranteed to every interested applicant?*

b. *Has the school developed a system whereby charters are granted to clubs which meet established criteria, and are those charters subject to periodic review?*

21. School clubs provide students with opportunities for social and service activities.

a. *Does the charter application require that each club assume the responsibility for at least one appropriate service activity?*

b. *Does the charter application require that each club develop an appropriate social program?*

Social Activities

22. A carefully-planned program of social activities has been developed.

a. *Does a faculty-student committee have overall responsibility for social activities (time, frequency, variety, guests, sponsorship, etc.)?*

b. *What evidence indicates clearly defined relationships between the social program and the rest of the instructional program (written objectives, program evaluations, long-range scheduling and planning, etc.)?*

23. The school social program assists students in acquiring desirable social attitudes, habits, and skills.

a. *What provisions are made for instructing students in social competencies and skills (conversation, dancing, etiquette, etc.)?*

b. *How are written citizenship codes used in fostering the development of desirable social attitudes?*

c. *What proportion of the student body have at least one committee assignment, for which they are individually accountable, in the school social program?*

Athletic Activities

24. The school's athletic program is based on a sound program of physical education appropriate for all students.

a. *Do written courses of study in physical education at each grade level meet with the approval of professional physical educators?*

b. *Is physical education required of all students each year?*

c. *Are the conditions, if any, under which a student may be excused from physical education, fully in accord with sound educational principles?*

25. The school's athletic program reflects a serious concern for students' present and probable future needs.

a. *Does the program include carefully planned and organized intramural activities?*

b. *Does the program emphasize such "carryover" activities as tennis, golf, bowling, badminton, and swimming?*

c. *Is there strong evidence that those responsible for athletic programs use the published statements of such professional bodies as the Educational Policies Commission, American Medical Association, and the American Association for Health, Physical Education, and Recreation?*

26. The school's athletic program capitalizes on its unique potentialities for fostering desirable citizenship traits and school morale.

a. *In what ways is the athletic program contributing to the development of good school morale?*

b. *In what ways is the athletic program contributing to the development of good citizenship?*

Speech, Drama, and Music Activities

27. Speech, drama, and music activities grow out of the school's general education program in these fields.

a. *In what specific ways are the needs of all students in speech, drama, and music provided for in each year of the secondary school?*

b. *Is there clearcut evidence of a close relationship between activities and classwork in each of these fields?*

28. Appreciation and critical judgment are stressed in each of these fields.

a. *What orientation and evaluative activities take place before and after student attendance at school and community performances in these fields?*

b. *In what ways do students participate in play selection and music selection?*

c. *How are radio and television performances used in developing students' appreciation and critcal judgment in these fields?*

29. Exploitation of student performers in these fields is avoided.

a. *What specific steps have been taken to eliminate loss of class time because of rehearsals and public performances?*

b. *In music, has the "contest" idea been replaced by the "festival" concept?*

School Publications

30. School publications are of primary importance in the school's program of general education, since they provide one of the few means, outside of required courses, for reaching all students.

a. *In what ways does the written statement of objectives of the school's publications recognize the role of publications in general education?*

b. *In what ways does the content of school publications reflect a serious effort to implement the written objectives?*

31. School publications make a serious effort to represent equitably the wide range of activities in which the school is engaged.

a. *Is the space allocated to interscholastic athletics, as an example, more than is justified when the relationship of that activity to the total school program is considered?*

b. *Within reasonable limits, is recognition of individuals and groups within the student body conferred broadly, or do a few names tend to dominate the articles appearing in school publications?*

32. School publications, because of the wide appeal of the printed word, recognize their unique potential in promoting unity, harmony, and morale within the school community.

a. *Is each key staff member selected on the basis of his best meeting the requirements of a particular position?*

b. *Are editorials characterized by appropriateness of content and by the constructive nature of their comments?*

Evaluation of Student Activities

Points to Remember

It is important that evaluation be considered a basic part of every activity, not something that is engaged in only occasionally, at irregular intervals. Evaluation helps us to determine how successfully an activity has been carried out. It aids us in deciding whether the activity should be repeated and, if so, the possible changes which might help it become even more successful.

Strong programs of evaluation are based upon both immediate and long-range objectives which are clearly stated in writing. Participants in the evaluative process should include all individuals and groups who are concerned with the school; outside consultants should be called upon as needed.

A variety of approaches should be employed in the appraisal of student activities. Three of the most useful devices are the check list, the opinion poll, and the study of changes which occur in the behavior patterns of the students themselves. Much valuable data concerning student behavior are readily available in the school records of student attendance, scholarship, citizenship, and activity participation.

This booklet proposes a set of thirty-two criteria devised to help measure the success of student activities. Each criterion is accompanied by questions designed to assist the evaluators in ascertaining the degree to which the criterion

is being met. The list is likely to be used most effectively when a student-faculty committee, under the principal's direction, plays a major role in the evaluation.

A carefully devised and constructively oriented plan of evaluation will help the student activities program to enrich the educational experiences of every student in the school. Hopefully, the material presented here will prove useful as an aid toward this end.

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Evaluation of Student Activities

Appendix

Appendix

Each summer the National Association of Student Councils and the National Honor Society sponsor a National Leadership Training Conference at Kelley's Island, in Lake Erie. The Conference deals with all phases of student leadership and this, of course, includes evaluation. The following is the section dealing with evaluation, excerpted from the Conference Workbook.

I. EVALUATION DEFINED

Evaluation is the process of determining the strengths and weaknesses of an entire program and of indicating suggestions for improvement in terms of the aims, objectives, and purposes of the student council.

II. PURPOSE OF EVALUATIONS

A. Clarification, validation, and appraisal of the aims and objectives of the student council.

B. Justification of student council activities

C. Discovering strengths and weaknesses of council projects and activities

D. Self-appraisal and improvement
   1. What have I contributed to the council?
   2. What has the council done for me?
   3. Have I made any self-improvement?

E. Group appraisal and improvement
   1. Individual members
   2. Group cooperation
   3. Group improvement

F. Focusing the attention of the student body, faculty, administration, and community of the educational value of the student council

G. Providing a record for assistance to succeeding councils

H. Giving direction to future planning
I. Fostering a cooperative spirit among those who evaluate

III. EVALUATION DEVICES

A. Questionnaire
B. Check list
C. Inventory
D. Record of Participation
E. Descriptive reports
   1. Individual
   2. Projects

IV. TYPES OF EVALUATION

A. Formal
B. Informal

V. WHO SHOULD EVALUATE THE COUNCIL?

A. Council members
B. Faculty and administration
C. Student Council adviser
D. Student body
E. Other schools
F. Community

VI. WHEN IS THE PROPER TIME TO EVALUATE?

VII. WHAT ARE THE RESULTS OF EVALUATION?

A. Planning future programs
B. Public relations
C. Educational experiences
D. Meeting objectives
E. Meeting the needs of the students
F. Coordinating activities

G. Sharing experiences
H. Enriching the program
I. Recognizing worthwhile projects and activities
J. Rejection of unsound practices and activities
K. Leadership growth of members

VIII. QUESTIONS TO ASK OF YOUR ORGANIZATION

A. Have the purposes of the council been well enough defined that its members see clearly the place of the council in the school?
B. Do the students and faculty members discuss problems objectively and intelligently?
C. When suggestions or criticisms are made, are they taken in a constructive manner?
D. Is there an atmosphere of permissiveness in the council meetings?
E. Do all members of the student body know something about the work of the council?
F. Does the council have a direct and significant influence on the life of the school?
G. Is the council busy with positive, constructive projects, rather than discipline?
H. Is serious consideration given to the qualifications of officers at election time?
I. Do council members and student body have any original ideas to improve the student council and the school?
J. Do the activities of the council tend to unify the school?
K. Is the council striving with some degree of success to build attitudes and concepts of democratic living in members of the student body?
L. Have the traditional divisions between students and faculty tended to disappear?
M. Are the finances, elections, and regular meetings of the council carried on in a business-like fashion?

N. Do students and faculty cooperate actively with the council by serving on committees and interesting themselves in its projects?

O. Are the students really given an opportunity to voice their views on the important matters affecting their welfare?

P. Are the students of the school, through the student council, trying to usurp too much of administrative decisions and responsibilities?

Q. Are provisions made through forums and open discussion for all the students to participate in the thinking of the council and to voice their ideas?

R. Does the council in any way associate itself with activities outside of school, or gain the attention or interest of persons outside the school?

S. Is there a good program of publicity designed to further the work of the council?

T. Does the faculty in its meetings ever discuss the work of the council and how to promote it?

U. Are there arrangements for informing new students and faculty members about the work of the council and enlisting their interest and support?

IX. WHAT ABOUT PERSONAL EVALUATION?

X. EVALUATION ASSIGNMENT

ACTIVITY EVALUATION FORM

Name of Activity _____ *Date of Activity* _____

Adviser _____ *Chairman* _____

TOPIC	*Ex.*	*Good*	*Fair*	*Poor*	*Comments*

Questions:

1. What is your personal opinion of this activity?
2. How could this activity be improved?
3. Would you suggest another activity of this nature?

Comments:

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Evaluation of Student Activities

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Books

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Articles

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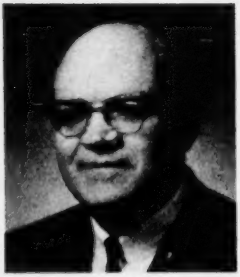
The author defines the procedures necessary for an effective student council evaluation. He develops the process of evaluation through orientation, investigation, interpretation, and recommendations, and concludes with some general criteria that are basic to a sound student council evaluation.



About the Author

Arthur C. Hearn, Professor of Secondary Education at the University of Oregon, has enjoyed a varied career in education. He began his career as a high school teacher in his native California. Following this, he assumed the principalship of high schools in Mount Shasta, Gilroy, Coronado, and Coalinga, all in California. He has also taught at Stanford University, the Universities of Texas and Montana, and San Diego State College, moving to his present position, at the University of Oregon, in 1950.

Mr. Hearn's educational experience extends beyond the United States. He has participated in educational surveys of the Philippines (1959-60) and of England (1960-61), and this year he is directing the U.S. Secondary Education Survey Team in Ecuador.

Always interested in student council work, Mr. Hearn has, for the past ten years, held the position of Coordinator of the Oregon Association of Student Councils Summer Workshops. Also, he is a member of both the National Association of Secondary-School Principals and the Oregon Association of Secondary-School Principals, serving on the Executive Board of the latter since 1950.

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